



**Concordia**  
UNIVERSITY

**ARTS AND SCIENCE  
PHILOSOPHY**



1992-93



## DEPARTMENT OF PHILOSOPHY

## LOYOLA & SIR GEORGE WILLIAMS CAMPUSES

DEPARTMENTAL BOOKLET

AND

COURSE GUIDE 1882-83

Offices: Loyola Campus

McGill University  
7141 Sherbrooke St. W.

Vanier Extension, Room VE 227

VAN DER EKSELEN, ET AL.

Tel: 848-2510

Academic Advisor: Professor E. Egan

Sir George Williams Cam

2100 Mackay Street

PR Annex, Room PR 202

Te1: 848-2500

Academic Advisor: Professor J. Ornstein

Chair: Professor C. B. Gray

### What is Philosophy?

If one considers the diversity of doctrines that come under this name, there will be no way to find a definition that would satisfy all philosophical schools. This fact seems to favour the enemies of philosophy. But, as Aristotle says, even if someone wants to prove that there is no philosophy he has to philosophize. Hence, there must exist some permanent characteristics of this discipline whose death coincides paradoxically with its resurrection. After all, is it possible to defend or to attack any position without the proper analysis of statements and assertions? Proper analysis, in turn, implies the clarification of terms and the examination of logical connections. Then, we may safely assert that this activity characterizes one aspect of the discipline that we call philosophy.

To sum up: philosophy as a method teaches the art of clear and systematic thinking.

For this reason, philosophy is an introduction to human sciences, i.e., a preparation for such disciplines as sociology, political science, history, and in general for all arts subjects. On the other hand, science students find a compensation in philosophy for the efforts in their own field: Philosophy develops their power of conceptualization beyond the limits of natural sciences and provides them with the symbolism of our language that may enrich the symbolism of science.

Then, philosophy is a discipline that is practiced - at least incidentally - by all other disciplines, but especially by the human sciences.

This is the reason why the Department of Philosophy wishes to make itself available to students of other disciplines to teach them the basic skills of thinking by offering introductory courses designed to fulfill this purpose.

Besides being a method, philosophy has also a content. The content reveals the diversity of approaches to essential problems of ethics, politics, aesthetics, social philosophy, discusses what is called in technical language a *Weltanschauung*, i.e. a world view, hence the discussion of issues in existentialism, marxism, Christian philosophy, positivism, issues which are made accessible to students not specializing in philosophy, through such courses as philosophy of man, mind and body problems, etc.

By offering such courses the Department of Philosophy fills a lacuna in the general culture of our technological age and contributes to the better understanding of the place of man in our world and in our society.

For those interested in further studies in philosophy, the Department offers Honors, Majors and Joint Major programmes. These specialized programmes will enable students to do further studies in philosophy, theology and in related inter-disciplinary studies or to use their skills in such careers as teaching ethics in secondary school. These courses are also most useful for those who wish to become guidance officers or to do counselling of all kinds. A proper selection from these specialized courses is the best preparation for a distinguished career in journalism and law.

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"Without knowledge one will never become a philosopher; but knowledge alone does not suffice to be a philosopher."

Kant

"No one can call himself a philosopher unless he knows how to philosophize."

Kant

"Le philosophe est l'homme qui s'éveille et qui parle, et l'homme contient silencieusement les paradoxes de la philosophie, parce que, pour être tout à fait homme, il faut être un peu plus et un peu moins qu'homme."

Merleau-Ponty, Eloge de la philosophie

"Philosophy destroys its usefulness when it indulges in brilliant feats of explaining away. It is then trespassing with the wrong equipment upon the field of particular sciences. Its ultimate appeal is to the general consciousness of what in practice we experience."

Alfred North Whitehead

FACULTY

ALLEN, Sr. Prudence (Ph.D. Claremont)

has written and published in the areas of Human Identity, Philosophy of Religion, and Women's Conceptual History. Sr. Allen is Acting Principal of Lonergan University College.

ANGEL, Roger (Ph.D. McGill)

has published several papers on Relativity Theory and the Philosophy of Time and Space. His book Relativity: The Theory and its Philosophy appeared 1980. In recent years, his research has focused on the foundations of the quantum theory.

CLARKE, Murray (Ph.D. Western Ontario)

specializes in Epistemology and Philosophy of Science, his work has recently appeared in Philosophical Studies, Philosophy of Science, and Synthese. He is the Graduate Program Director.

EGAN, Edmund (Ph.D. Fordham)

specializes in Ethics, Aesthetics and issues related to Feminism. He is Academic Advisor for the Loyola Campus.

FRENCH, Stanley (Ph.D. Virginia)

teaches graduate courses in philosophy of persons, political theory, philosophy of language, and Wittgenstein, and undergraduate courses in biomedical ethics, philosophical ideas in literature, and contemporary analytic philosophy. Author of numerous publications, his most recent is the book Philosophers Look at Canadian Confederation, and "Aspects moraux et cécité morale", in La formation fondamentale.

GRAY, Christopher (Ph.D. The Catholic University of America; B.C.L., LL.B. McGill)

is Chair of the Department. He has published in professional and philosophical journals on philosophy of law and associated topics as well as the history of philosophy. He will be teaching Business Ethics and the Philosophy of Law.

JOOS, Ernest (Ph.D. Montreal)

has written articles and papers on intentionality, metaphysics and phenomenology. Books: La scholastique certitude et recherche (1980); Lukács's Last Autocriticism: The Ontology (1983); Poetic Truth and Transvaluation in Nietzsche's Zarathustra (1987); Intentionality - Source of Intelligibility: The Genesis of Intentionality, (1989); Dialogue with Heidegger: The Genesis of Intentionality (1989); Dialogue with Heidegger on Values - Ethics for Times of Crisis (1991). Edited and contributed to: Lukacs and His World (1988).

LASKEY, Dallas (Ph.D. Harvard)  
will teach phenomenology and a graduate course in Subjectivity/Objectivity.

McGRAW, John (Ph.D. Angelicum, Rome)  
will teach Contemporary Theories of Love (summer) and Problems of Philosophy.

MCNAMARA, Vincent (d. Phil. Laval)  
has published on Nicolas Berdyaev, Juan Donoso-Cortes, and is investigating the political philosophy of several Spanish and German thinkers. He teaches Introduction to Logic, a special topic on St. Thomas Aquinas and Political Philosophy.

MASON MULLETT, Sheila (Ph.D. Purdue)  
teaches a graduate course on Feminist Ethics, and undergraduate courses in Law Liberty and Human Rights and the Philosophy of Leisure. She is a Fellow of the Science College.

O'CONNOR, Dennis (Ph.D. St. Louis)  
will teach Phenomenology & Psychology, Modern Philosophy and a graduate course on Merleau Ponty.

ORNSTEIN, Jack (Ph.D. U. of California)  
will teach Problems of Philosophy, Biomedical Ethics and Philosophical Psychology. He is the author of The Mind and the Brain and has participated in several Canadian philosophical conferences. He is Academic Advisor for the Sir George Williams Campus.

PARK, Desiree (Ph.D. Indiana)  
is on leave for 1992-93. She has written articles and papers on Epistemology; published four books: Complementary Notions (1972, on Berkeley), Persons: Theories and Perceptions (1973) and Elements and Problems of Perception (1983); ed. The MS. Notebooks of George Berkeley, Bishop of Cloyne (1685-1753) (1984). She was a visiting fellow at Wolfson College, Oxford University (1989-90).

REIDY, Martin (Ph.D. Toronto)  
teaches Ancient Western Philosophy and Philosophical Greek. He also teaches the Greek language in a course offered by the Classics Department.

ZEMAN, Vladimir (Ph.D. Prague)  
will teach Methods of Inquiry, Critical Thinking, one course on Kant, and one course on Neo-Kantian philosophy.

## PROGRAMMES

### 60 BA HONOURS IN PHILOSOPHY

#### Year I

6 Chosen from PHIL 201<sup>3</sup>, 202<sup>6</sup>, 211<sup>6</sup>, 223<sup>3</sup>, 245<sup>3</sup>  
6 PHIL 241<sup>6</sup>  
6 PHIL 310<sup>6</sup>

#### YEAR II

6 Chosen from PHIL 224<sup>6</sup>, 226<sup>3</sup>, and 228<sup>3</sup>, 321<sup>6</sup>, 323<sup>3</sup>  
6 PHIL 412<sup>6</sup>  
6 PHIL elective or cognate credits\*

#### YEAR III

6 Chosen from PHIL 313<sup>6</sup>, 410<sup>6</sup>, 467<sup>3</sup>, 468<sup>3</sup>  
6 Chosen from PHIL 421<sup>6</sup>, 449<sup>6</sup>, 485<sup>6</sup>, 498<sup>3</sup>, 499<sup>6</sup>  
6 PHIL 460<sup>6</sup>  
6 \* PHIL elective credits at the 300 or 400 level.  
\* PHIL elective and cognate credits to be chosen in consultation with the Department

NOTE: Students preparing for graduate work should acquire a good reading knowledge of a related modern language or of Classical Greek or Latin.

### 60 BA SPECIALIZATION IN PHILOSOPHY

#### Year I

6 Chosen from PHIL 201<sup>3</sup>, 202<sup>6</sup>, 211<sup>6</sup>, 223<sup>3</sup>, 245<sup>3</sup>  
6 PHIL 241<sup>6</sup>  
6 PHIL 310<sup>6</sup>

#### YEAR II

6 Chosen from PHIL 224<sup>6</sup>, 226<sup>3</sup>, and 228<sup>3</sup>, 321<sup>6</sup>, 323<sup>3</sup>  
6 PHIL 412<sup>6</sup>  
6 PHIL elective or cognate courses.

#### YEAR III

6 Chosen from PHIL 313<sup>6</sup>, 410<sup>6</sup>, 467<sup>3</sup>, 468<sup>3</sup>  
6 Chosen from PHIL 421<sup>6</sup>, 449<sup>6</sup>, 485<sup>6</sup>, 498<sup>3</sup>, 499<sup>6</sup>  
6 PHIL 460<sup>6</sup>  
6 PHIL elective credits at the 300 or 400 level.\*  
\* PHIL elective and cognate credits to be chosen in consultation with the Department.

### 36 BA MAJOR IN PHILOSOPHY

#### Year I

6 Chosen from PHIL 201<sup>3</sup>, 211<sup>6</sup>, 223<sup>3</sup>, 202<sup>6</sup>, 245<sup>3</sup>  
6 PHIL 310<sup>6</sup>

YEAR II and III

6 Chosen from PHIL 241<sup>6</sup>, 410<sup>6</sup>, 412<sup>6</sup>

6 Chosen from PHIL 313<sup>6</sup>, 412<sup>6</sup>, 467<sup>3</sup>, 468<sup>3</sup>

12 PHIL elective credits to be chosen in consultation with the Department.

24 MINOR IN PHILOSOPHY

6 Chosen from PHIL 201<sup>3</sup>, 202<sup>6</sup>, 211<sup>6</sup>, 223<sup>3</sup> and 245<sup>3</sup>

18 PHIL elective credits to be chosen in consultation with the Department.

48 BA Major in Political Philosophy

18 POLI 270<sup>6</sup>, 273<sup>3</sup>, 330<sup>6</sup>, 371<sup>3</sup>, 372<sup>6</sup>, 373<sup>3</sup>, 470<sup>6</sup>  
CLAS 240<sup>3</sup>/HIST 223<sup>3</sup>, CLAS 341<sup>3</sup>/HIST 323<sup>3</sup>, CLAS 242<sup>3</sup>/HIST 225<sup>3</sup>,  
CLAS 343<sup>3</sup>/HIST 327<sup>3</sup>

6 Chosen from PHIL 201<sup>3</sup>, 202<sup>6</sup>, 211<sup>6</sup>, 223<sup>3</sup>, 245<sup>3</sup>

24 Chosen from PHIL 334<sup>3</sup>, 335<sup>3</sup>, 341<sup>6</sup>, 342<sup>3</sup>, 344<sup>3</sup>, 346<sup>3</sup>, 350<sup>6</sup>,  
357<sup>3</sup>, 358<sup>3</sup>, 412<sup>6</sup>, 417<sup>6</sup>, 467<sup>3</sup>, 468<sup>3</sup>, SOCI 300<sup>6</sup>

COURSE OFFERINGS 1992-1993

SUMMER - '92

INTRO TO PHIL CONTEMP. THEORIES OF LOVE KANT'S CRIT. of PRAC.REASON	202/1 BA 340/1 80 498T/1 CA	T J M-F M W	18:30-21:00 2:00- 4:20 18:30-21:00	TBA J. McGraw V. Zeman
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FALL AND WINTER SEMESTERS

PROBLEMS	201/2 01	T J	14:45-16:00	J. McGRAW
	201/2 A	T J	10:15-11:30	J. ORNSTEIN
	201/2 AA	J	16:05-17:55	S. FRENCH
	201/2 51	W	19:00-21:05	J. McGRAW
	201/4 B	M W	13:15-14:30	TBA
	201/4 01	T J	10:15-11:30	TBA
	201/4 02	M W	14:45-16:00	TBA
INTRO	202/3 A	M W	10:15-11:30	TBA
	202/3 01	T J	13:15-14:30	E. EGAN
CRITICAL Conf. A	223/2 X	T J	10:15-11:30	TBA
		T	11:45-13:00	
Conf. 01	223/2 01	M W	13:15-14:30	TBA
		M	11:45-13:00	
Conf. A	223/4 Z	T J	13:15-14:30	V. ZEMAN
		T	11:45-13:00	
Conf. 02	223/4 02	T J	10:15-11:30	TBA
		T	13:15-14:30	
Conf. 51	223/4 51	W	19:00-21:05	TBA
		W	18:00-18:45	
INTRO TO LOGIC Conf. A	224/3 X	M W	14:45-16:00	TBA
		W	16:15-17:00	
	224/3 01	T J	11:45-13:00	V. McNAMARA
ELEM. DED. LOGIC	226/2 A	M W	14:45-16:00	TBA
METH. of INQUIRY Conf. A	228/4 X	T J	10:15-11:30	V. ZEMAN
		J	11:45-13:00	
ETHICS	241/4 51	M W	19:00-21:05	TBA
	241/3 A	M W	11:45-13:00	TBA
	241/3 01	T J	16:15-17:30	TBA
BUS. ETHICS	242/2 01	M W	13:15-14:30	C. GRAY
PHIL. & SOCIETY	245/2 A	T J	13:15-14:30	B. MABLEY
PHIL. of RELIG.	246/2 51	T	16:05-17:55	Sr. P. ALLEN
BIOMED. ETHICS	248/2 A	T J	8:45-10:00	J. ORNSTEIN
	248/4 B	T J	8:45-10:00	J. ORNSTEIN
	248/4 AA	W	18:05-20:10	S. FRENCH
PHIL. LEISURE	255/2 01	T J	14:45-16:00	S. MASON MULLETT
	255/4 02	T J	14:45-16:00	S. MASON MULLETT
SUSTAIN. DEVELOP.	298A/4 51	T	19:00-21:05	B. MABLEY
PHILOS. GREEK	299A/3 AA	W	20:25-22:30	M. REIDY
ANCIENT WEST.	310/3 01	T J	10:15-11:30	TBA
	310/3 AA	M	18:05-20:10	M. REIDY
EXISTENTIALISM	312/3 AA	W	16:05-17:55	Sr. P. ALLEN
SYMBOLIC LOGIC Conf. A	321/3 X	T J	16:15-17:30	TBA
		M	15:00-15:50	
CONCEPT. REVOL. 20TH C. SCI.	328/2 A	T J	11:45-13:00	R. ANGEL
	329/4 B	T J	11:45-13:00	R. ANGEL

PHILO. PSYCHOLOGY	338/4 A	T J	10:15-11:30	J. ORNSTEIN
POLIT. PHIL.	342/2 51	T	18:05-20:10	V. McNAMARA
LAW, LIB. & HUM. RIGHT	344/2 01	T J	11:45:13:00	S. MASON MULLETT
PHENOM & PSYCHOL	347/2 A	T J	16:15-17:30	D. O'CONNOR
PHIL of LAW	357/4 01	M W	13:15-14:30	C. GRAY
AQUINAS	398F/4 51	T	18:05-20:10	V. McNAMARA
MONOTHEISM	398G/4 01	T J	10:15-11:30	E. EGAN
GALILEO	399F/3 01	M	15:00-17:30	M. SHEA
MEDIEVAL PHIL	410/3 01	M W	13:15-14:30	E. JOOS
MODERN PHIL	412/3 A	M W	13:15-14:30	TBA
	412/3 01	M W	11:45-13:00	D. O'CONNOR
PHIL of SCIENCE	421/3 A	T J	10:15-11:30	TBA
PHENOMENOLOGY	449/3 AA	M	20:25-22:30	D. LASKEY
AESTHETICS	455/3 A	T J	16:15-17:30	E. EGAN
EPIST & METAPHYS	460/3 01	T	15:00-17:30	M. CLARKE/Sr. P. ALLEN
CONTEMP. ANALYTIC I	467/2 A	M W	10:15-11:30	M. CLARKE
CONTEMP. ANALYTIC II	468A/4 AA	J	16:05-17:55	S. FRENCH
NIETZSCHE & HEID.	498P/4 51	J	16:05-17:55	E. JOOS
NATURAL. EPISTEM.	498Q/4 51	T	18:05-20:10	M. CLARKE
MERLEAU-PONTY	498R/2 51	M	19:00-21:05	D. O'CONNOR
NEO-KANTIANISM	498S/4 AA	J	18:05-20:10	V. ZEMAN

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SUMMER GRADUATE COURSES

KANT's CRITIQUE of PRACTICAL REASON	607T/1	M W	18:30-21:00	V. ZEMAN
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<u>FALL AND WINTER</u>				
SUBJECT/OBJECTIV.	634R/2 AA	T	18:05-20:10	D. LASKEY
NIETZSCHE & HEID.	668S/2 51	J	18:05-20:10	E. JOOS
MERLEAU-PONTY	668R/2 51	M	19:00-21:05	D. O'CONNOR
VIOLENCE	678A/2 AA	W	18:05-20:10	S. FRENCH
NEO-KANTIANISM	607S/4 AA	J	18:05-20:10	V. ZEMAN
FEMINIST ETHICS	623B/4 AA	W	18:05-20:10	S. MASON MULLETT
NATURALIZED EPIST.	634Q/4 51	T	18:05-20:10	M. CLARKE
METAPHYSICS	640/4 01	T	15:00-17:30	Sr. P. ALLEN
CONT. ANALYTIC PHIL.	666A/4 AA	J	16:05-17:55	S. FRENCH

MONDAY		TUESDAY	
MORNIN		AFTERNOON	
8:45 - 10:00		248/2A Ornstein 248/4B Ornstein	248/2A Ornstein 248/4B Ornstein
10:15-11:30	202/3 A TBA 467/2 A Clarke	201/2A Ornstein 33/4A Ornstein 201/4 01 TBA 228/4X Zeman 223/2X TBA 398/4 TBA 223/4 02 TBA 421/3A TBA 310/3 01 Wll	202/3 A TBA 467/2 A Clarke 223/2 X TBA 398/4 TBA 223/4 02 TBA 421/3A TBA 310/3 01 Wll
11:45-13:00	241/3A TBA 412/3 01 O'Connor	329/2A Myp1 329/4B Myp1 224/3 01 McNam. 344/2 01 Mallett	211/3 A TBA 412/3 01 O'Connor 202/3 01 Fijri 223/4 Z Zeman 245/2A Miley 357/4 01 Gray
13:15-14:30	201/4B TBA 223/2 01 TBA 224/2 01 Gray	201/4B TBA 223/2 01 TBA 242/2 01 Gray	201/4B TBA 410/3 01 Joes 223/2 01 TBA 242/2 01 Gray 357/4 01 Gray
14:45-16:00	201/4 02 TBA 224/3 X TBA 226/2 A TBA	255/2 01 Mallett 255/4 02 Mallett 201/2 01 McGraw 450/3 02 Clarke/Allen (15:00-17:30)	201/4 02 TBA 224/3 X TBA 226/2 A TBA
16:15-17:30		321/3 TBA 347/2 A O'Connor 241/3 01 TBA 455/3 A Egan	321/3 X TBA 347/2 A O'Connor 241/3 01 TBA 455/3A Egan
16:05-17:55		246/2 51 Allen	312/3 A Allen
18:05-20:10	310/3 M Reilly	342/2 51 McNam. 498/4 51 Clarke (63/4Q) 398/4 51. McNam. 63/2 A Teskey	329/2/3 M 280/4 13 Mirech 623B/4 A Mallett
19:00-21:05	498R/2 51 O'Connor (668R/2) 241/4 51 TBA	201/2 51 McGraw 223/4 51 TBA 241/4 51 TBA	498S/4 M Zeman (607) 668/2 51 Joes
20:25-22:30	449/3 M Teskey		299W/4 W Hickey

SUMMER

PHILOSOPHY 202/1 BA  
6 credits

M W 18:30-21:00  
Loyola Campus

INTRODUCTION TO PHILOSOPHY

T.B.A.

A study of basic questions in the major areas of philosophy, and the classical attempts to answer them.

NOTE: This course may not be taken for credit with PHIL 201 at Concordia.

SUMMER

PHILOSOPHY 340/1 80  
6 credits

Monday-Friday  
Loyola Campus

CONTEMPORARY THEORIES OF LOVE

J. McGraw

A. This course concerns various theories of human love considered from philosophical and interdisciplinary perspectives. Some of the problems considered include:

1. the conceptual and linguistic meanings of love;
2. the types of knowledge involved in love;
3. the origins, kind, properties, and consequences of love;
4. the relationship of love to the following:
  - a) freedom;
  - b) maturity;
  - c) union with the other (s);
  - d) respect, admiration, esteem and justice;
  - e) benevolence and egotism;
  - f) individualism and communalism;
  - g) sympathy, empathy, kindness, liking, hate, jealousy, envy, fear, loneliness, and other essentially emotional and affective phenomena.

B. Prerequisite: one previous course in philosophy is recommended

C. Authors: among the authors considered are Robert Hazo, Erich Fromm, Rollo May, Ayn Rand, Abraham Maslow, Karen Horney, Theodor Reik, J. Ortega y Gasset, J. P. Sartre, Louis Lavelle, Denis de Rougemont, Max Scheler, Friedrich Nietzsche, Pitirim Sorokin and Robert Solomon.

D. Evaluation and text: to be determined.

E. Class attendance: students are required to attend all classes. Please note that the limited time span makes this course particularly demanding.

F. Format: lecture/discussion.

GRADUATE

SUMMER

PHILOSOPHY 607T/1 CA  
Cross-listed with PHIL 498T/1 CA  
3 credits

MW 18:30-21:00

KANT'S DOCTRINE OF GOOD WILL

V. Zeman

Prerequisite: 12 credits in Philosophy

In this seminar we shall survey the whole development of Kant's ethics, from the time of Observations on the Feeling of the Beautiful and the Sublime (1764) and his reading of Rousseau's Emil on. However, in the focus of our attention will be Kant's short Foundations of the Metaphysics of Morals (1785), and his major works, Critique of Practical Reason (1788), and The Metaphysics of Morals (1797).

Required primary texts:

Kant, I. Foundations of the Metaphysics of Morals. Trans. L.W. Beck. Indianapolis: Bobbs-Merrill, 1959 (now Macmillan).  
Kant, I. Critique of Practical Reason. Trans. L.W. Beck. Indianapolis: Bobbs-Merrill, 1978.  
Kant, I. The Metaphysics of Morals. Oxford: O.U.P., 1991.

Note: the first title and the second section of the third title are also available as:

Kant, I. Kant's Ethical Philosophy.  
Indianapolis: Hackett, 1983.

Recommended secondary texts:

Allison, H.E. Kant's Theory of Freedom.  
Oxford: O.U.P., 1990.  
Cassirer, E. Kant's Life and Thought.  
New Haven: Yale U.P., 1981.  
Cassirer, E. Rousseau, Kant, Goethe.  
Princeton: Princeton U.P., 1970.  
O'Neill, O. Constructions of Reason: Explorations of Kant's Practical Philosophy.  
Cambridge: Cambridge U.P., 1989.

Evaluation:

four precises	20%
class test	25%
short research paper	55%

Note: You may find it useful to read (and enjoy!) Rousseau's Emil prior to the commencement of the course.

PHILOSOPHY 201/2 01  
201/2 51

W 19:00-21:05  
T TH 14:45-16:00

Loyola Campus

### PROBLEMS OF PHILOSOPHY

John McGraw

Prerequisites: None. This is a recommended first philosophy course for all interested students. It may constitute a prerequisite for higher level philosophy courses.

Course Content: The course considers such problems as the nature of human nature, the mind-body relationship, freedom and determinism, happiness, the existence of God, religious experience, and death.

Course Objectives: the aim of this course is to understand philosophical issues and to be able to relate them to everyday experience.

Authors: Among the authors to be considered are Aquinas, Aristotle, Descartes, Hobbes, Hume, Bentham, Nietzsche, and Sartre.

Evaluation: to be determined.

Format: the usual approach will be lecture-discussion.

Class attendance: Students are required to attend all classes.

Texts: to be determined.

Note: This course may not be taken for credit by students who have taken PHIL 202 at Concordia; CEGEP students who have been exempted from PHIL 202 may take PHIL 201 for credit with the permission of the Department.

PHILOSOPHY 201/2 A

T TH 10:15-11:30

100-211-541-AT-MT

SGW Campus

### PROBLEMS OF PHILOSOPHY

J. Ornstein

No prerequisites.

This course is designed to acquaint students with some of the central problems of Philosophy through a close reading of classical and contemporary writings. Regular attendance in class is expected because many of the main points and criticisms occur in class discussions and because students learn Philosophy best by doing it. Some of the questions we will examine are these: Are we genuinely free or are our thoughts, feelings and behavior strictly determined? Is belief in God rationally defensible? Is there any objective basis for morality? What is the mind and how is it related to the body? Can we know anything with absolute certainty?

Format: Lecture-discussions, with the main goal being the fostering of independent, responsible, critical thinking.

Text: Philosophy and Contemporary Issues. 5th edition. John R. Burr and Milton Goldinger. Macmillan. 1988.

Evaluation: Two papers and a final examination, each counting 1/3 toward the final grade.

Note: This course may not be taken for credit by students who have taken PHIL 202 at Concordia; CEGEP students who have been exempted from PHIL 202 may take PHIL 201 for credit with the permission of the Department.

## PROBLEMS OF PHILOSOPHY

S. French

An introduction to some of the fundamental questions in philosophy. Who am I? Can there be sexual equality? What's the meaning of death? What do I know? How does my brain think? What does science tell me about the world? Can one prove the existence of a god? Is democracy working? Are we responsible for the things we do? I like it, but is it art?

Regular attendance is crucial in this course because philosophy is best learned by doing it.

Text: G.L. Bowie, M.W. Michaels & R.C. Solomon editors, Twenty Questions: An Introduction to Philosophy. Toronto: Harcourt Brace Jovanovich, 1988. ISBN: 0-15-592388-9

Format: Lecture-discussions aimed at the fostering of independent, responsible, critical thinking.

Evaluation: Class participation 10%

Mid-term test 45%

Final term paper 45%

Note: This course may not be taken for credit by students who have taken PHIL 202 at Concordia; CEGEP students who have been exempted from PHIL 202 may take PHIL 201 for credit with the permission of the Department.

PHILOSOPHY 201/4 B  
201/4 01  
201/4 02

MW 13:15-14:30  
TTH 10:15-11:30  
MW 14:45-16:00

### PROBLEMS OF PHILOSOPHY

T.B.A.

This course is designed for students who wish to be acquainted with philosophy through problems rather than through the historical approach. Methods used in Philosophy are discussed and topics, such as the existence of God, the mind-body problem, freedom and determinism, rights and duties, are used to illustrate philosophical approaches.

NOTE: This course may not be taken for credit by students who have taken PHIL 202 at Concordia; CEGEP students who have been exempted from PHIL 202 may take PHIL 201 for credit with the permission of the Department.

PHILOSOPHY 202/3 01

T TH 13:15-14:30

Loyola Campus

## INTRODUCTION TO PHILOSOPHY

Edmund Egan

This course aims to introduce students to philosophy in that moment at which philosophy introduced itself into Western culture and consciousness.

To this end, the course will treat of the Pre-Socratic philosophy of ancient Greece, and of Socrates and Plato through several of Plato's "middle dialogues"; The Phaedo, The Symposium, and selections from The Republic. In addition, the socio-cultural context for this philosophy will be examined and discussed.

Texts:

Guthrie                    The Greek Philosophers  
Plato                    Viking Portable Plato  
Kitto                    The Greeks

Evaluation:

Paper(s) and examination(s)

Format:

Lecture/discussion

Note: This course may not be taken for credit with PHIL 201 at Concordia.

PHILOSOPHY 202/3 A

M W 10:15-11:30

SGW Campus

INTRODUCTION TO PHILOSOPHY

T.B.A.

A study of basic questions in the major areas of philosophy, and the classical attempts to answer them.

Texts and evaluation:

To be determined.

NOTE: This course may not be taken for credit with PHIL 201 at Concordia.

PHILOSOPHY 223/2 X  
CON A

T TH 10:15-11:30 SGW  
T 11:45-13:00

223/2 01  
CON 01

M W 13:15-14:30 LOY  
M 11:45-13:00

223/4 02  
CON 02

T TH 10:15-11:30 LOY  
T 13:15-14:30

223/4 51  
CON 51

W 19:00-21:05 LOY  
W 18:00-18:45

CRITICAL THINKING

T.B.A.

This course is designed to help students to think more clearly and critically and to improve their ability to present, defend, and evaluate arguments. Sample topics may include the nature of definition, validity and truth, formal and informal fallacies.

Texts and evaluation:

To be determined.

PHILOSOPHY 223/4 Z  
Conference A

T TH 13:15-14:30  
T 11:45-13:00  
SGW Campus

### Critical Thinking

V. Zeman

This is a course for anybody interested in the ways we think, communicate, and make decisions. Though we all practice critical thinking, you may still like to know more about its various forms and to improve your practical skills as well. We shall not only analyze, evaluate and re-design arguments but also acquaint ourselves with some basic strategies used in writing papers, book reports and precis.

Required Text:

Govier, Trudy A Practical Study of Argument.  
Belmont: Wadsworth, 1991; (3rd ed. 1991).

Recommended Text:

Hempel, Carl Philosophy of Natural Science.  
Englewood Cliffs, Prentice-Hall, any edition.

Evaluation:

assignments for conferences	30%
book report	25%
two class tests	45%

The contents of the course will include an introduction to logic. The techniques of constructing formal derivations are included.

Final evaluation

to be determined.

PHILOSOPHY 224/3 01

T TH 11:45-13:00

Loyola Campus

### INTRODUCTION TO LOGIC

Vincent McNamara

This course is divided into three parts: language, deduction and induction. The uses of language, informal fallacies, and definition, are treated under language; propositions, syllogism, symbolic logic, and quantification theory are treated under deduction. Analogy and probable inference, experimental enquiry, science and hypothesis, and probability are treated under induction.

This course is an elective for non-philosophy as well as philosophy students. At least one half of classroom time will be given to practical exercises and the other half to lectures. The objective of this course is to help students acquire methods and habits of logical reasoning.

Texts:

Copi, Irving M. Introduction to Logic. 8th Edition.

<u>Evaluation:</u>	Two term tests (30% each)	60%
	Exercises and participation (20% each term)	40%

This course is designed to help students to think more clearly and logically and to improve their ability to present, defend, and evaluate arguments. Sample topics may include the nature of definition, validity and truth, formal and informal fallacies,

PHILOSOPHY 224/3 X  
Conference A

M W 14:45-16:00  
W 16:15-17:00

SGW Campus

### INTRODUCTION TO LOGIC

T.B.A.

A study of the basic elements of Aristotelian and modern logic, including an analysis of argumentation, language, definition, fallacies, deduction, and induction.

Texts and evaluation:

To be determined.

PHILOSOPHY 226/2 A

M W 14:45-16:00

SGW Campus

### ELEMENTARY DEDUCTIVE LOGIC

T.B.A.

This course begins with an analysis of syllogistic logic and proceeds to an extensive treatment of propositional logic. The course concludes with an examination of the rudiments of predicate logic. The techniques of constructing formal derivations are included.

Texts and evaluation:

To be determined.

PHILOSOPHY 228/4 X  
Conference A

T TH 10:15-11:30  
TH 11:45-13:00  
SGW Campus

### METHODS OF ENQUIRY

V. Zeman

With the help of the required texts, various problems considered of central importance for our understanding of the methods science uses will be dealt with both against historical examples as well as philosophical theories attempting to grasp their importance and meaning. Students will also analyze and practice various forms of written reporting on science.

#### Required texts:

Griere, R.N. Understanding Scientific Reasoning. NY: Holt, Reinehart and Winston, 1991 (3rd ed.)

Morick, H. Challenges to Empiricism. Indianapolis: Hackett, 1980.

#### Evaluation:

home assignments	25%
precis (due Feb. 11)	10%
book report (March 11)	25%
final exam	40%

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PHILOSOPHY 241/3 A M W 11:45-13:00 SGW  
241/3 01 T TH 16:15-17:30 LOY  
241/4 51 M W 19:00-21:05 LOY  
(6 CREDITS)

Cross-listed with TRES 530

### ETHICS

T.B.A.

A study of the principles underlying moral conduct with reference to classical and contemporary positions.

#### Texts and evaluation:

T.B.A.

PHILOSOPHY 242/2 01

M W 13:15-14:30

Cross-listed with TRES

Loyola Campus

BUSINESS ETHICS

C. Gray

This course is useful for Commerce students. It is also valuable for all others who engage in or deal with business. The topics are some of the big ethical concerns of doing business in Canada today. These include whether ethics is any more than making a good image. We ask who gets the praise and blame for commercial misdeeds and virtues - ourselves as individual entrepreneurs and employees, as corporate members, as professional workers. This involves such moral questions about our commercial actions as how justifiable are the harms in employment equity, health protection and environmental control; where marketing and bribing differ in business, at home and abroad; how persuading in sales and bluffing in negotiations are to be appreciated. There is a little broader attention to commercial systems' morality - socialist, "mixed", capitalist and some narrower attention to the individual person's moral choices once these broad principles are in place - "double effect" analysis.

The materials are essays and cases on these topics in the textbook, BUSINESS ETHICS IN CANADA (D. Poff, W. Waluchow, eds., 2nd ed., P.-Hall Canada). I hope to expand these by clips, cases and visits on current moral events.

The method of study is discussion and lecture on the materials and assignments (to reach answers that can stand principled criticism). The assignments involve NO term paper, but only short writings on the materials read weekly (to focus continued attention, and to improve skills at reasoned expression). The grading is 70% weekly assignments (including quizzes on it), and 30% final exam (probably ethical analysis of a new case, closed book), negotiable, on the scales of numerical equivalents to lettergrades TBA.

## PHILOSOPHY AND SOCIETY

B. Mabley

This is a course devoted to a careful textual analysis of three authors often characterized as "contractualists": Hobbes, Locke and Rousseau. Its purpose is to introduce students to the philosophical treatment of social and political issues such as sovereignty, freedom and the relation between the State and the individual.

Texts: Hobbes, Thomas Leviathan  
Locke, John The Second Treatise on Government  
Rousseau, Jean-Jacques The Social Contract

Evaluation: A term paper and a final examination.

A study of the principles underlie moral conduct with reference to classical and contemporary

PHILOSOPHY 246/2 51

T 16:05-17:55

Cross-listed with TRES 513 A

Loyola Campus

INTRODUCTION TO PHILOSOPHY OF RELIGION

Sr. P. Allen, RSM

This course examines the classical arguments for the existence of God. The kinds of arguments include the argument from reason, the argument from sensation, the argument from religious experience, the argument from moral experience, the argument from probability.

Required Texts:

Augustine Confessions.

John Hick, ed. The Existence of God

Recommended Texts:

Andrew N. Woznicki A Christian Humanism

Paul Davies God and the New Physics

Requirements:

One term paper	45%
One final examination	50%
In class participation	5%

PHILOSOPHY 248/2 A  
248/4 B

T TH 8:45-10:00  
T TH 8:45-10:00

SGW Campus

BIOMEDICAL ETHICS

J. Ornstein

No prerequisites

This is a course in applied ethics. After a brief look at some important ethical theories, we will explore conflicting viewpoints on: the nature of the health professional - patient relationship; the need for truth telling, confidentiality and informed consent; medical experiments with humans; the nature and treatment of mental illness; the right to die; euthanasia (mercy killing); abortion; surrogate motherhood; genetic engineering.

The format is lecture-discussions with the main goal being the fostering of independent, responsible, critical thinking.

Regular attendance is crucial because many of the main points and criticisms occur in class discussions and because students learn Philosophy best by doing it.

Textbook: Biomedical Ethics, ed. T.A. Mappes and J.S. Zebaty, McGraw-Hill, 3rd edition, 1991.

Evaluation: Two papers and a final examination, each counting 1/3 toward the final grade.

CONTINUATION  
SO:BN-BACR HTT  
CROSS-REFERENCED  
SUGGESTED READING

SGW Campus

## BIOMEDICAL ETHICS

S.G. French

This is a course in applied ethics with no philosophy prerequisites. After a brief look at some important ethical theories we shall explore conflicting points of view concerning patients' rights and the obligations of physicians and nurses; informed consent; the right to die; the concept of a person; rape, incest and family violence; the nature and meaning of death; euthanasia; abortion; experimentation with animals; genetic engineering; the treatment of mental illness.

Regular attendance is crucial in this course because philosophy is best learned by doing it.

Texts: Thomas A. Mappes & Jane S. Zembaty editors,  
Biomedical Ethics. Third edition. Montréal: McGraw-Hill,  
1991. ISBN: 0-07-040126-8.

Elly Danica, Don't: A Woman's Word. Charlottetown:  
Gynergy, 1988. ISBN: 0-921881-05-3.

Format: Lecture-discussion aimed at the fostering of independent, responsible, critical thinking.

Evaluation: Class participation 10%

Test 45%

Case study 45%

PHILOSOPHY 255/2 01  
255/4 02

TTH 14:45-16:00  
TTH 14:45-16:00

Loyola Campus

### PHILOSOPHY of LEISURE

S. M. Mullett

The main aim of this course is to provide you with the conceptual tools necessary for a critical analysis of the concept of leisure.

The main assumption of this course is that our everyday experience of life (our moods, our emotions, our feelings) is profoundly affected by the concepts, i.e. system of public symbols, available to us in our culture.

A second assumption of this course is that some of the public symbols which we are exposed to, on a daily basis, present a concept of leisure which is harmful to us. It is a harmful concept because it entails a restricted view of human well being, which eclipses other more positive ideals of leisure and the good life.

The quality of our leisure is directly affected by the quality of our ideas.

There are two parts to this course:

Part 1 "Concepts of Leisure and Human Well-Being" in which we examine five alternatives to the definition of leisure as free time, or time off work.

Part 2 "The Social and Political Context of Leisure" in which we examine mass culture, class and language, country music and blues, sports and soap operas as ways of engaging in leisure, and as sources of ideas about what leisure should be.

#### Teaching Method:

This course is organized on the following principles:

- a. that learning to think philosophically involves the development of skills
- b. that there are three components to learning how to think philosophically, each involving a set of skills.

#### Requirements:

10 weekly assignments (study questions)	50%
2 test each	25%

PHILOSOPHY 298A/4 51

T 19:00-21:05

Cross-listed with TRES 513

Loyola Campus

PHILOSOPHY OF SUSTAINABLE DEVELOPMENT

B. Mabley

This course is devoted to an analysis of recent philosophies of the development of progress in history including some 20th century interpretations. A key focus will be the impact of technology on the citizen and the environment. Philosophies of progress will also be evaluated in comparison to recent philosophical views of the "green thinkers" who seek to define what is meant by a "sustainable development".

Texts and Evaluation:

To be determined

ANCIENT, MODERN, AND MODERN

A study of the principal developments from the Renaissance through Prints and Analysis up to Present. emphasis is placed on the critical reading of selected texts.

Text and readings

To be determined

PHILOSOPHY 299A/3 AA

W 20:25-22:30

SGW Campus

Special Topic: PHILOSOPHICAL GREEK

M. Reidy

Objective:

To make available to students of philosophy and of cognate disciplines a means of reading texts of ancient philosophers in the original.

Outline:

Drills in basic grammar focus on substantives and phrases as they are used by the paradigmatic writers, Plato, Aristotle and Epicurus. Poetic forms and rhetorical devices are naturally exempted. Vocabulary is limited principally to philosophic terms while grammar concentrates on constructions that express philosophic concepts. Advantage is taken of the large residue of Greek vocabulary in English and in French. Emphasis is placed on skill acquisition rather than grammatical theorizing. Special attention is given to the transitional problems of Hellenophone students.

Evaluation: A student's evaluation is determined according to the principles of polyvalent evaluation. This is to say that students will be permitted early in the term to choose the evaluation scheme that suits them.

Text Book: Reidy, Martin Francis, Twenty-Four Weeks in Ancient Greek (Montreal: Queen-Read, 1992)

PHILOSOPHY 310/3 AA

M 18:05-20:10

SGW Campus

ANCIENT WESTERN PHILOSOPHY

Martin Reidy

The general aims of this course are to show:

- (1) how in the ancient world distinctively philosophical problems were formulated;
- (2) how the various branches of philosophy were formulated;
- (3) how divergent doctrines and schools of thought evolved.

Teaching methodology:

Lectures and discussion.

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PHILOSOPHY 310/3 01

T TH 10:15-11:30

Loyola Campus

ANCIENT MODERN PHILOSOPHY

T.B.A.

A study of the principal developments from the Presocratics through Plato and Aristotle up to Plotinus. Emphasis is placed on the critical reading of selected texts.

Texts and evaluation:

To be determined.

PHILOSOPHY 312/3 AA  
Cross-listed with TRES 513

W 16:05-17:55  
SGW Campus

### EXISTENTIALISM

Sr. P. Allen, RSM

A course designed to acquaint the student with fundamentals of the existentialist movement.

Required Texts:

Nietzsche	<u>Thus Spake Zarathustra</u>
Kierkegaard	<u>Fear and Trembling</u>
Heidegger	<u>What is Called Thinking? (Selections)</u>
Sartre	<u>Being and Nothingness</u>
Kropiec	<u>Existentialism and Human Emotions</u> <u>I-Man</u>

Requirements:

Mid-term exam  
2 papers  
Final examination  
Class participation

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PHILOSOPHY 321/3 X  
Conference A

T TH 16:15-17:30  
M 15:00-15:50  
SGW Campus

### SYMBOLIC LOGIC

T.B.A.

An introduction to modern formal logic, its techniques and applications. The course covers sentential logic, first-order predicate logic with identity, intuitive set theory, relations, and functions.

Texts and evaluation:  
To be determined.

PHILOSOPHY 328/2 A

T TH 11:45-13:00

SGW Campus

CONCEPTUAL REVOLUTIONS IN TWENTIETH-CENTURY SCIENCE - I

Roger B. Angel

No prerequisite

This course begins with a brief review of the general structure of scientific theories, a discussion of the relationship between theory and reality and of the difference between science and pseudo science. The major part of the course is then devoted to an exposition and philosophical analysis of Einstein's theories of special and general relativity. Particular attention is given to the problem of interpreting the meaning of such key concepts as the relativization of time and distance, the place of the observer in the description of the physical world, the curvature of spacetime and the relationship between geometry and the world. Although no mathematical or scientific training is presupposed, an attempt will be made to present the content of these theories on a serious level.

Texts: Einstein, A., Relativity: The Special and General Theories

A second text whose title is to be announced.

Evaluation: Two brief expository papers are each worth 20%  
A final examination is worth 60%

## CONCEPTUAL REVOLUTIONS IN TWENTIETH-CENTURY SCIENCE - II

Roger B. Angel

Prerequisite: None

The course begins with an examination of some of the main conceptual ingredients of classical physics, including causality and the contrast between particles and fields. The major part of the course is devoted to a study of the conceptual development of quantum theory from the turn of the century to the present time. The quantum theory occupies a unique position in the history of physics as a theory which is regarded by virtually all scientists as the most successful theory in contemporary science but as one about whose fundamental significance few agree. Accordingly, much of the course is concerned with the problem of interpreting the meaning of the fundamental concepts of the theory as they relate to our understanding of the nature of reality at the atomic and sub-atomic levels. Special attention is devoted to such fundamental issues as wave-particle duality, causality and indeterminism on the atomic scale, the superposition of states, the principle of indeterminacy and the famous paradox of Einstein, Podolsky and Rosen. Since the late nineteen-sixties there has been a remarkable resurgence of interest in the philosophical interpretation of the quantum theory resulting from the discovery of Bell's theorem, a mathematical result which seems to suggest that the world as revealed by classical physics and common-sense intuition is essentially different from the world as revealed by the quantum theory. This result will be explained and discussed at length. There will also be a discussion of the independence of the object of knowledge from the knowing subject or observer as the issue arises in the so-called measurement problem. No previous knowledge of physics or mathematics is presupposed. However, an attempt will be made to present the fundamental concepts of the quantum theory at a conceptually mature level.

Texts: Polkinghorne, J.C., The Quantum World  
Rae, A., Quantum Physics: Illusion or Reality?

Evaluation: Two brief expository papers are each worth 20%  
A final examination is worth 60%

PHILOSOPHY 338/4 A

T TH 10:15-11:30  
SGW Campus

PHILOSOPHICAL PSYCHOLOGY

J. Ornstein

No prerequisites.

This course is an introduction to the Philosophy of mind and action. Some central issues here are: the nature of the mind and its relationship to the body; the nature and explanation of human actions; the problem of personal identity. Through a wide variety of classical and contemporary readings we will explore such questions as these: What is our most likely origin -- the supernatural or evolution by natural selection? Is the notion of a soul necessary or useful? What exactly IS the mind? Are persons nothing but complex machines? If we are strictly determined by causal factors, can we be free? Are we merely products of our genes, our unconscious minds or the environment OR none of these? Is there anything special about our species? How do we retain our sense of personal identity?

The format is lecture-discussions with the main goal being the fostering of independent, responsible, critical thinking. Regular attendance is crucial because many of the main points and criticisms occur in class discussions and because students learn Philosophy best by participating.

Text: The Study of Human Nature, ed. Leslie Stevenson,  
Oxford University Press, 1981.

Evaluation: Two papers and a final examination, each counting  
1/3 toward the final grade.

PHILOSOPHY 342/2 51

T 18:05-20:10  
Loyola Campus

POLITICAL PHILOSOPHY

V.J. McNamara

Prerequisite: 6 credits in Philosophy

This course concentrates on the theoretical foundations of society, the state, and law through readings from Plato, Aristotle, Cicero and Aquinas with reference to modern thinkers.

Texts and evaluation:

To be determined.

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PHILOSOPHY 344/2 01

T TH 11:45-13:00

Loyola Campus

LAW, LIBERTY, and HUMAN RIGHTS

S. Mason Mullett

The aim of the course is demonstrated through careful analysis and discussion of selected readings that concepts such as Law, Liberty and Human Rights are i. moral concepts, i.e. inherently value-laden, ii. intricately connected with innumerable other moral concepts, such as, e.g. the individual, society, community, the good life, morality, power, alienation, anomie etc. iii. essentially contested, i.e. always open to discussion and interpretation, iv. inherently conflicted, i.e. containing within their main interpretations conflicting values. v. used as tools in the social and political construction of reality. Each of the terms we shall examine gains its meaning from the social and linguistic context as well as from the personal experience of the person making use of the terms. But the social and personal contexts are in a state of continual change. Given this fact the point of analyzing and discussing matters of such complexity is this: to increase our ability to shift perspectives and grasp issues as seen from the standpoint of those situated differently in the social spectrum.

Teaching Method:

One main assumption underlying the teaching method is that participation is essential to learning to grasp complex and ambiguous ideas. You will be expected to come to class prepared, with the help of study questions, to participate in class exercises, and small group discussions, preceded by, and followed by lectures.

Text:

There are nine photocopied articles available at THE MONTREAL COPY CENTER 2017 Bishop St. (corner de Maisonneuve) 842-6817 - see Darlene.

Requirements:

Class participation	20%
Two Take-Home Tests (due Oct. 10 and Dec. 12)	40% each
	80%

PHILOSOPHY 347/2 A

T TH 16:15-17:30

SGW Campus

PHENOMENOLOGY and PSYCHOLOGY

D. O'Connor

Prerequisites: Second year standing or permission of the department.

An introduction to phenomenology and phenomenological psychology through a study of some key texts by Husserl, Merleau-Ponty, A. Gurwitsch, L. Binswanger, et. al.

Texts: TBA

Evaluation: Essay 70%  
Tests/Exams 30%

## PHILOSOPHY OF LAW: GENERAL JURISPRUDENCE

C. Gray

This course is concerned with locating law among our human activities. It deals with several standard ways of identifying why we create law, and what it is supposed to accomplish, as well what bestows authority upon law. These ways can be summarized as legal positivism, legal realism and natural law. Classical and especially contemporary theorists of each approach are studied, and recent cases, statutes and reports serve as materials to test these theories upon. In particular, the cases will exemplify the legal mode of selecting characteristics for the sorts of things which are deemed to exist at law: persons and things, systems and communities. These will show how far the way our morals, justice and civic obligations are caught up by laws is justifiable. The peculiar ways our thinking is exercised in law is a feature present in each study.

One of the texts will likely be Martin Golding's The Nature of Law, anthology of classic theories, as supplemented by reprints of recent secondary writings, and of case law. Method of instruction is lecture and discussion. Assignments likely will be several in-course papers or a term paper, with a final exam. Course work, including assignments and any quizzes, will be worth more than half the grade, most likely, and the final exam a smaller portion.

## PHILOSOPHY OF ST. THOMAS AQUINAS

V. McNamara

Previous courses in Philosophy are suggested, and a reading in Latin is desirable.

This course consists in the reading and discussion of two basic texts of Aquinas: "The Principles of Nature" and "On Being and Essence".

Texts: Copleston, History of Medieval Philosophy.

"The Principles of Nature", translation and notes by V. McNamara.

"On Being and Essence", translation and notes by V. McNamara.

Requirements: to be determined.

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Special Topic: MODERNISM AND MONOTHEISM

E. Egan

The dominant mood at the present moment, in academic circles at least, is largely a "post-modern" temper and tone. In this ambiance, the notion of constant value in art and morality, and the notion of the self and its autonomy, tend to be "deconstructed".

This course presents an alternative perspective, in which the radical claims of selfhood and of value are positively addressed in a contemporary philosophical setting. Two major sources in this investigation are the recent writings of Charles Taylor and George Steiner.

Format:

lecture/discussion

Evaluation:

paper (s) and examination (s)

## THE WORKS OF GALILEO

W. Shea

In this course we will study the primary source writings of Galileo using the format of a lecture with the visiting professor, William Shea, on one week, with smaller discussion groups with a faculty member on alternate weeks. The topics will include writings from his early, middle, and late periods, and references to events happening in Europe during his time, and the impact of his thought on later developments. This is an interdisciplinary seminar.

## Proposed series of lectures:

1. Pre-Galilean Cosmology. The harmony of the spheres and the disharmony of astronomers.
2. Copernicus' rediscovery of "the ancient doctrines of the Pythagoreans" on the motion of the Earth. The role of Prisca theologia and Renaissance Hermeticism.
3. The young Galileo and the rediscovery of Archimedes, a "Platonic" natural philosopher.
4. Medieval physics and the lecture notes that Galileo borrowed from the Jesuits at the Collegio Romano. Can you plagiarize a textbook?
5. Galileo's quest for a physical proof of the heliocentric theory. Models and reality.
6. The invention of the telescope and the world on the Moon.
7. Firing the imagination: the inhabitants of other planets.
8. Blemishes on the Sun. The quarrel over sunspots.
9. Galileo as a literary critic.
10. The "Dialogue on the Two Chief World Systems". The Rhetoric of Science.
11. Galileo, Cardinal Bellarmine and the Bible.
12. The Trial, Galileo as a Martyr of Science.
13. The new science of motion. Why Galileo was a great scientist.

Requirements: 52% major paper  
24% discussion papers  
24% attendance

One of the main reference books will be Galileo's The Dialogue on the Two Chief World Systems, available in paperback from the University of California Press.

## MEDIEVAL PHILOSOPHY

Ernest Joos

Prerequisite: Philosophy 310

While presenting the two main currents of thought - Platonism and Aristotelianism - that influenced the speculations in the Middle Ages, an attempt will be made to confront the teaching of this period on God, knowledge and ethics with that of contemporary and modern philosophy, thus showing the continuity of philosophical experience, to use Etienne Gilson's formulation.

Texts: Saint Augustine, Confessions (Penguin Classics)

The Essential Plotinus, tr. by Elmer O'Brien

Medieval Philosophy, Ed. by John F. Wippel and Allan B. Wolter, The Free Press, Collier Macmillan

Boethius, The Consolation of Philosophy, Liberal Arts

PHILOSOPHY 412/3 A

MW 13:15-14:30

SGW Campus

MODERN PHILOSOPHY

T.B.A.

Prerequisite: Six credits in Philosophy, or permission of the Department.

A study of Western Philosophy from Descartes to Hume.

Texts and evaluation:

To be determined.

PHILOSOPHY 412/3 01

M W 11:45-13:00  
Loyola

MODERN PHILOSOPHY

D. O'Connor

Prerequisites: Second year standing or permission of the Department.

Detailed examination of certain selected texts from these major thinkers from the modern period of Western European philosophy. Special themes - the possibility of a history of philosophy; the position of readers vis-a-vis these texts; the distinctions between analysis of texts, exposition of texts, evaluations of texts vis-a-vis philosophical understanding.

Format:

Lectures and discussions based on the texts.

Texts:

Hobbes	<u>Leviathan</u>
Descartes	<u>The Meditations</u>
Spinoza	<u>The Ethics</u>
Locke	<u>An Essay Concerning Human Understanding</u>
Hume	<u>An Inquiry Concerning Human Understanding</u>

Evaluation:

One essay on each author	70%
3 tests	30%

PHILOSOPHY 421/3 A

T TH 10:15-11:30  
SGW Campus

PHILOSOPHY OF SCIENCE

T.B.A.

Prerequisite: 6 credits in Philosophy

A critical examination of problems pertaining to the structure and status of scientific theories and the logic of scientific inference. Such topics as the following are discussed: explanation, confirmation, verifiability and falsifiability, problems of definition, observational and theoretical terms, models and analogies.

Texts and evaluation:

To be determined.

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PHILOSOPHY 449/3 AA

M 20:25-22:30  
SGW Campus

PHENOMENOLOGY

D. Laskey

Prerequisite: one course in philosophy or permission of the instructor.

An elective open to any student interested in phenomenology and its applications. Previous training in philosophy is helpful but not necessary.

The objectives of the course are threefold: (1) to acquaint the student with the fundamentals of Husserl's phenomenology, (2) to contrast the views of Husserl with those who modified and interpreted his work, such as Scheler, Heidegger, Sartre and Merleau-Ponty, (3) to survey some of the concrete applications of phenomenology in art, morals, religion, literary criticism, history and the social sciences.

In the first semester and part of the second the instructor will lecture on Husserl's phenomenology and its modifications. The course will then be conducted in seminar style with presentations of individual papers and discussion.

Texts:  
T.B.A.

Evaluation:

Lectures, reports and discussion. Multiple criteria will be used in the determination of the final grade: hour tests, a written final exam., class reports and two term papers.

PHILOSOPHY 455/3 A

TTTH 16:15-17:30

SGW Campus

AESTHETICS

Edmund Egan

Prerequisite: 6 credits in philosophy, or permission of the Department.

The focus of this course is the understanding of our encounter with the creative arts, with particular attention to art's role in contemporary society.

We will examine: the dynamics of the creative process; questions of style, taste and criticism; subjectivity and objectivity; form and content; the comparison of artistic media, the ethical and political dimensions of art; the special problems posed by mass culture.

### Format:

Primarily lecture/discussion, abetted by the use of slides, films, recordings, and visiting lecturers.

### Texts:

To be announced. They will include such authors as Eric Auerbach, Ben Shahn, Susan Sontag, Herbert Read, Ernst Fischer, John Dewey, Benedetto Croce, Dwight McDonald, Roger Scruton, George Steiner.

## HONOURS SEMINAR IN EPISTEMOLOGY AND METAPHYSICS

Fall Term: EPISTEMOLOGY

M. Clarke

Description:

In the fall term of this seminar we will focus on recent work in epistemology. In particular, three issues will be addressed: the analysis of factual knowledge, the nature of epistemic justification, and sceptical challenges to both of the above. Foundationalism, coherentism, and reliabilism will be evaluated both as accounts of knowledge and of justification.

Formal Requirements:

A Final Exam, 50%; and a Major Essay, 50%. The essay will be 2500 words, double-spaced and typed.

Late policy on essays: 2% per day.

Texts:

Moser, Paul. Empirical Knowledge. New Jersey: Rowman and Littlefield, 1986.

Clay, Marjorie and Lehrer, Keith (editors). Knowledge and Scepticism. Colorado: Westview Press, 1989.

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Winter Term: METAPHYSICSSr. P. Allen, RSM  
Lonergan

PHIL 460/3 51 Winter Term is crosslisted with PHIL 640/4 51

An introduction to some of the classical and contemporary issues in the field of Metaphysics related to the categories of being, actuality and potentiality, space and time, transcendentals, substance and accidents, essence and existence, analogy, and persons and things.

Required texts:

Aristotle, Metaphysics

Leibnitz, Monadology

Recommended texts:

Mieczslaw A. Krapiec, Metaphysics: An Outline of the History of Being (Peter Lang: 1991).

Requirements:

one 10 page paper  
one final examination  
class participation

## Contemporary Analytic Philosophy I

M. Clarke

Prerequisite: Twelve credits in Philosophy, or permission from the Department.

Description: This course will be devoted to an examination of some central problems in metaphysics, epistemology and philosophy of language as these problems have been addressed by important analytic philosophers. The term divides into two parts:

- (1) Moore's attempt to deal with philosophical scepticism and critical responses to this by Barry Stroud, Wittgenstein and others.
- (2) The development of logical positivism in the writings of Carnap, Schlick, Hempel, Neurath and Ayer. Recent critical commentaries by Friedman and van Fraassen will also be considered.

Formal Requirements:

One major essay of 2,500 words, double-spaced and typed, valued at 50%. One final exam, valued at 50%.

Texts:

Ayer, A.J. Logical Positivism. New York: The Free Press, 1959.  
Wittgenstein, L. On Certainty. New York: Harper Torch books, 1969.

A number of articles will be put on reserve at the new downtown library.

## NIETZSCHE AND HEIDEGGER ON CULTURE

E. Joos

What is culture? It is man's response in Religion, Art and Philosophy to existential situations. This course examines the responses of two great philosophers, namely Nietzsche's and Heidegger's. Since the course is a textual study of these authors, from Nietzsche, his Zarathustra will constitute the major text; in Heidegger, such answers will be taken from his later writings on Art and Poetry. Both authors continue to have a profound influence on our times, therefore students in the Humanities cannot ignore them.

Texts: Nietzsche, Thus Spoke Zarathustra, Penguin ed.  
Heidegger, Poetry, Language and Thought, Harper and Row.  
Ernest Joos, Poetic Truth and Transvaluation in Nietzsche's Zarathustra, Peter Lang, 1987, paperback, 1991.  
Ernest Joos, Dialogue with Heidegger on Values - Ethics for Times of Crisis, Peter Lang, 1991, paperback.

Evaluation: Two essays.

ADVANCED SPECIAL TOPICS IN PHILOSOPHY

THESE COURSES ARE CROSS-LISTED WITH PHILOSOPHY GRADUATE COURSES

COURSES - CROSS-LISTINGS

PHIL 460/3 01 - PHIL 640 /4 01 - METAPHYSICS, Sr. P. Allen  
(2nd term)

PHIL 468/4 AA - PHIL 666A/4 AA - CONTEMPORARY ANALYTIC,  
S. French

PHIL 498Q/4 51 - PHIL 634Q/4 51 - NATURALIZED EPISTEMOLOGY,  
M. Clarke

PHIL 498R/2 51 - PHIL 668R/2 51 - MERLEAU-PONTY, D. O'Connor

PHIL 498S/4 AA - PHIL 607S/4 AA - NEO-KANTIANISM, V. Zeman

SUMMER

PHIL 498T/1 CA - PHIL 607T/1 CA - KANT'S DOCTRINE OF GOOD WILL,  
V. Zeman

PLEASE REFER TO THE GRADUATE COURSES SECTION OF THIS BROCHURE FOR  
DESCRIPTIONS, TIMES AND CAMPUS, AND ALSO THE SUMMER COURSE SECTION.

Prerequisite: 12 credits in Philosophy

## GRADUATE STUDIES

The Department of Philosophy offers an M.A. Programme in Philosophy, and a Ph.D. in Humanities in collaboration with other Departments in the Arts and Science Faculty.

45 MA Graduate Programme (See Graduate Calendar)  
Residence: 1 year (3 terms) Full time or part-time.

A:

18 Course, 600 level.  
21 thesis (Phil. 695).  
6 comprehensive exams, 2 (690).

or

B:

33 course credits  
6 research papers (691, 692).  
6 comprehensive exams, 2 (690).

GRADUATE

PHILOSOPHY 607S/4 AA

TH 18:05-20:10

Cross-listed with PHIL 498S/4 AA

SGW Campus

CONCEPT OF SCIENCE IN NEO-KANTIANISM

V. Zeman

Prerequisite: 12 credits in Philosophy

During the fifty years preceding the outbreak of WW1 in 1914, neo-Kantian philosophy was undoubtedly the most influential among German philosophical tendencies. It was primarily through its Marburg and South-Western Schools that the concepts of science and scientific method, for both natural and social sciences, were established.

In this seminar course we shall selectively study the contributions of such thinkers as Friedrich Albert Lange, Hermann Cohen, Paul Natorp, Wilhelm Windelband, Heinrich Rickert, and Ernst Cassirer.

Primary texts:

Cassirer, E.	<u>Substance and Function.</u> NY: Dover Publications, 1953.
Lange, F.A.	<u>History of Materialism.</u> Edinburgh: 1925 (available in the library)
Rickert, H.	<u>The Limits of Concept Formation in Natural Science.</u> Cambridge: Cambridge U.P., 1986.
Rickert, H.	<u>Science and History: A Critique of Positivist Epistemology.</u> Princeton: van Nostrand, 1962.

Recommended secondary texts:

Kohnke, K.C.	<u>The Rise of Neo-Kantianism: German Academic Philosophy Between Idealism and Positivism.</u> Cambridge, C.V.P., 1991.
Oakes, Guy	<u>Weber and Rickert: Concept Formation in the Cultural Sciences.</u> Cambridge (Mass.): The MIT Press, 1988.
Philonenko, A.	<u>L'école de Marbourg: Cohen-Natorp-Cassirer.</u> Paris: Librairie philosophique J. Vrin, 1989.

Evaluation:

Book review	40%
Final paper	60%

GRADUATE

PHILOSOPHY 623B/4 AA

W 18:05-20:10  
SGW Campus

Cross-listed with TRES 578

Feminist Ethics

S. Mason Mullett

Feminist Ethics consists, in part, in the critique of traditional ethics from the point of view of the experience and perspectives of women, and of those who question the sharp dichotomies between reason and emotion, fact and value, the public and the private, thought and action. Many feminists work on integrating the personal, the affective and the political into moral theory.

In this course we will critically assess some of the following themes:

1. The Opposition to Traditional Ethics

Jean Grimshaw, Philosophy and Feminist Thinking, Annette Baier Postures of the Mind, Sheila Mullett, "Only Connect: The Place of Self Knowledge in Ethics".

2. Maternal Thinking

Sara Ruddick, Maternal Thinking, Nel Noddings, Caring, Lorraine Code, "Second Persons", in What Can She Know?

3. The Self in Relation: Friendship, Community and Diversity

Jane Attanucci "In Whose Terms: A New Perspective on Self, Role and Relationship", Nona Lyons "Two Perspectives: On Self, Relationships and Morality", Iris Murdoch, "The Idea of Perfection", Sheila Mullett, "Shifting Perspectives: A New Approach to Ethics", Sheila Mullett 'The Attentive Self: Empowerment Through Attentive Love', Sarah Hoagland Lesbian Ethics, Maria Lugones & Elizabeth Spellman "Have We Got a Theory for You", Alexandra Kaplan "the 'Self-in-Relation' Implications for Depression in Women", Amelie Orenberg Rorty, "The Advantages of Ethical Diversity"

4. The Conceptual Practices of Power

Dorothy Smith, The Conceptual Practices of Power, Cheshire Calhoun. "Responsibility and Reproach", John Kekes, "Moral Sensitivity"

5. Realism and Ethics

Richmond Campbell, "Feminist Moral Realism", Sabina Lovibond, Realism and Imagination in Ethics

Requirements:

2 Class Presentations	50%
1 Research Paper	50%

GRADUATE

PHILOSOPHY 634Q/4 51

T 18:05-20:10

Loyola Campus

NATURALIZED EPISTEMOLOGY

M. Clarke

This seminar will be devoted to a study of recent work in epistemology that draws on the resources of cognitive psychology, evolutionary theory and some social science.

Formal Requirements:

Seminar papers and a term paper.

Required Texts:

Goldman, Alvin. Liaisons: Philosophy Meets the Cognitive and Social Sciences. Boston: Bradford Book, 1991.

Kornblith, Hilary. Naturalizing Epistemology. Boston: Bradford Book, 1985.

Osherson, D. and Smith, E. Thinking: An Invitation to Cognitive Science. Boston: The MIT Press, 1990.

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GRADUATE

PHILOSOPHY 634R/2 AA

T 18:05-20:10

SGW Campus

Special Topic: SUBJECTIVITY AND OBJECTIVITY

D. Laskey

A study of the origins, nature and limits of the subjectivity/objectivity distinction in contemporary philosophy.

Text:

Thomas Nagel. The View From Nowhere. New York and Oxford: Oxford University Press, 1986.

GRADUATE

PHILOSOPHY 640/4 01  
Cross-listed with 460/3 01

T 15:00-17:30  
Lonergan

ARISTOLE, LEIBNIZ, STRAWSON, AND KRAPIEC on METAPHYSICS

Sr. P. Allen

An introduction to some of the classical and contemporary issues in the field of Metaphysics related to the categories of being, actuality and potentiality, space and time, transcendentals, substance and accidents, essence and existence, analogy, and persons and things.

Required texts:

Aristotle, Metaphysics  
Leibnitz, Monadology

Recommended texts:

Mieczslaw A. Krapiec, Metaphysics: An Outline of the History of Being (Peter Lang: 1991).

Requirements:

Will include one class presentation, a final paper of 20 pages and class participation.

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GRADUATE

PHILOSOPHY 666A/4 AA  
Crosslisted with PHIL 468/4 AA

TH 16:05-17:55  
SGW Campus

CONTEMPORARY ANALYTIC PHILOSOPHY II

S.G. French

This seminar involves a detailed study of Wittgenstein's Philosophical Investigations with emphasis on theories of meaning.

Texts: L. Wittgenstein, Philosophical Investigations. Oxford: Blackwell.  
John Passmore, A Hundred Years of Philosophy. London: Duckworth.

Evaluation: Seminar papers and class participation.

GRADUATE  
STANDARD

GRADUATE

PHILOSOPHY 668R/2 51  
Cross-listed with PHIL 498/2 51

M 19:00-21:05

Loyola Campus

**STUDIES IN PHENOMENOLOGY: MERLEAU-PONTY**

D. O'Connor

This course is intended to introduce students to the work of Merleau-Ponty. Our major focus will be on his theory of perceptual consciousness and the philosophical motivation for the changes that theory undergoes. Prior acquaintance with Husserl and Heidegger may be helpful. My concern will be to help students read and understand the following texts:

Texts:

The Structure of Behaviour Introduction; Parts III and IV.  
Phenomenology of Perception Preface; Part II Chapters 5,6; Part III.  
The Visible and the Invisible Chapters 1 and 4.

Method:

Lectures, discussion, seminar presentation.

Assessment:

One brief essay (5 pp.)  
One seminar presentation (30-45 minutes)  
One final essay (max. 15 pp.)

GRADUATE

PHILOSOPHY 668S/2 51

TH 18:05-20:10

Cross-listed with TRES 576

Loyola Campus

NIETZSCHE AND HEIDEGGER ON VALUES

E. Joos

Instead of the general question of Ethics, this course discusses the broader issue - Values, using Nietzsche's notion of Transvaluation and from Heidegger his anthropology which is implicit in his Sein und Zeit and in his Vom Wesen des Grundes (The Essence of Reason).

Texts: Nietzsche, Thus Spoke Zarathustra, Penguin ed.  
Selected readings from Heidegger.  
Ernest Joos, Poetic Truth and Transvaluation in Nietzsche's Zarathustra and Dialogue with Heidegger on Values - Ethics for Times of Crisis, Peter Lang.

Evaluation: essay and seminar presentations.

GRADUATE

PHILOSOPHY 678A/2 AA

W 18:05-20:10

Crosslisted with HUMA 888/2 AA

SGW Campus

VIOLENCE

S.G. French

This course entails guided research related to each student's field of interest.

Students are encouraged to attend at least some of the sessions of the IIInd World Congress on Violence and Human Coexistence, Montréal, Palais des Congrès, July 13-17, 1992. Telephone (514) 343-6111/1329/1330. Fax (514) 343-2252.

Text: Hannah Arendt, On Violence. New York: Harcourt Brace Jovanovich, 1970. ISBN: 0-15-669500-6.

Students are urged to read some of the following prior to the start of the course:

1. Susan Brownmiller, Against Our Will. Toronto: Bantam, 1975. ISBN: 0-553-25895-8.
2. Elly Danica, Don't: A Woman's Word. Charlottetown P.E.I.: Gynergy, 1989. ISBN: 0-921881-05-3.
3. William F. May, "The Molested", Hastings Center Report. (May-June, 1991).
4. Myriam Miedzian, Boys Will Be Boys. Toronto: Doubleday, 1991. ISBN: 0-385--23932-7.
5. Family Violence In a Patriarchal Culture. Ottawa: Canadian Council on Social Development, 1988.

Requirements: Research plan  
Preliminary bibliography  
Class participation  
Term research paper